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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | Presentation of performance poetry video projects. Class will be used to share the process of developing video project. |
| **5–10** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:**  Performance poetry, slam poetry, |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Students will discuss traditional poetic devices and the choices made in the of video. Students may elect to share meaning and themes of their work and entertain related questions as necessary. |
| **10–15** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | (cont.) Features that support the written word (music, graphics, images, etc.) will be discussed. Students may elect to respond to the overall effectiveness of the recorded performance. |
| **5–10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | (cont.) |
| **5–10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | (cont,) |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | (cont.) |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to whole class difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |